



Ministry
of
Education

Intermediate Division
Interim Study Document

Family Studies

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Authorized by the
Minister of Education

This interim guideline is published at a time when the Ministry of Education is reviewing curricula and patterns of organization within the Intermediate Division of Ontario schools. The document outlines new approaches and programs for study, for discussion, and for optional implementation during the review period.

The Ministry welcomes comments and suggestions for improvement of future guidelines in this and other subject areas. To be considered in the current review, the comments should be forwarded to the appropriate regional office, to the attention of the Regional Director, by February 1974.

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Introduction

The Young Adolescent and Family Studies

The student in the Intermediate Division is moving from childhood to adulthood. The tasks of critical importance at his stage of the life cycle include: adjustment to the physical changes of puberty and to later adolescent growth; adjustment to the approaching independence from parents and other authority figures; establishment of effective social and working relationships with others; preparation for a possible vocation; and, withal, the development of a system of values and a sense of identity.

Recognition of these developmental tasks of adolescence can be useful in designing a Family Studies program that meets the special needs and interests of the students in the Intermediate Division. The nature of these tasks provides a frame of reference for this guideline.

Definition and Description of Family Studies

Family Studies has as its focus the well-being of people in the family setting. It is the field of knowledge encompassing the family *as* environment *within* environment. This indicates a particular approach to the study of the family based on two major concepts: the family is itself an environment that has a profound effect on the development of its members; at the same time, the family is a unit within the social environment, influencing and influenced by the society of which it forms a part.

Family Studies is an applied field of knowledge with roots in many disciplines. To organize this extensive knowledge, it is possible to divide the field into five areas: family and child development, management of family resources, housing, food and nutrition, and clothing.

It is thus apparent that Family Studies is an outgrowth of Home Economics in the schools of Ontario. The change in name is intended to convey the evolvement of Home Economics as it has responded to changing modes of fulfilling family functions and to changing roles of family members.

The scope of the Family Studies field permits the development of a great variety of learning programs. These can be geared to the individual aptitudes and interests of all students, boys as well as girls.

Although some students in the Intermediate Division may have an occupational interest in the field and may eventually move on to occupations related to Family Studies, the main thrust of the program is to develop fundamental competences that are effective in family living.

General Aims

The following aims apply to all areas of Family Studies:

- to appreciate the family as an environment that has a profound effect upon its members;
- to learn some of the basic skills that contribute to the quality of family living;
- to learn as much as possible about family relationships that contribute to the fulfilment of each family member and to develop commitment to the building of such relationships;
- to understand and appreciate that many decisions in all areas of family living are, in the ultimate analysis, decisions affecting personal relationships;
- to develop the ability to attack problems independently and to make decisions sensibly and humanely.

In accord with these general aims are the goals described later under each of the five areas of Family Studies and the specific objectives suggested for each theme. It should be noted that the first two are sufficiently general to accommodate a wide range of *individualized* programs.

Co-operative Program Planning

A Family Studies program can be planned co-operatively by students and teachers. Such planning is based on the premise that with guidance the student will assume an appropriate measure of responsibility for what he learns and how he learns it. Co-operative planning, which takes into account individual differences in values, aspirations, situations, aptitudes, needs, and interests, should help to ensure the relevance of Family Studies in the life of each student. In addition, participation in the process of program development should be, in itself, a valuable learning experience for students.

Throughout the process of planning, assistance can be obtained from consultants of the Ministry of Education and from officials of the local school board. Other persons who can make important contributions include teachers of Family Studies at more and less advanced levels, teachers of related disciplines, staff members of school and local libraries and resource centres, parents, personnel of family agencies, and other interested members of the community. Co-operative program planning, however, is essentially a process involving students and teacher.

Inherent in co-operative program planning is decision-making pertaining to educational aims, content, learning experiences, learning resources, and evaluation.

Rational decision-making can be initiated by consideration of such questions as the following:

- What is a family? What are the most prominent traditional types of family structures now existing? What are the variant forms of the traditional types? What experimental family structures are now emerging? What functions are common to all types of family?
- What important trends in society are at present affecting family life?
- What special conditions relating to family life exist in the local community?
- What are the recent developments in the fields of knowledge encompassed by each of the five areas of Family Studies?
- What competences required in contemporary family living should students now develop?

These planning activities will provide a rationale for selecting an aspect of the Family Studies field around which a program can be organized. Such a selected aspect is designated in this document as a *theme*. The number of themes chosen in a class may vary. All students may elect to study one theme; several groups within the class may pursue different themes or each student may choose his own. There may also be variation in the length of time devoted to themes and in the breadth and depth of their treatment. Whatever the variations in arrangements may be, each student should be actively involved in an undertaking of vital and absorbing interest to him.

Further planning can be guided by the following questions:

- What are the student's aims in exploring the selected theme? Are these aims consistent with the goals of the particular area encompassing the theme as well as with the general aims of Family Studies?
- What main topics in the chosen theme can be foreseen?
- What types of learning experiences and learning resources are needed? What planning is required in order to provide them?
- What are appropriate means of evaluating learning?

In implementing the chosen plan, students and teacher should be aware of the need for both flexibility and control – flexibility that permits exploration of unforeseen aspects of the theme and control that guides learning in accord with the aims of the total program.

Co-operative planning, as it applies in particular to each of the five areas of Family Studies, is considered in separate sections of this document. Each section includes goals, suggestions for learning

experiences, a selection of significant concepts drawn from the knowledge encompassed by the area, and possible approaches to theme design.

It should be noted, however, that the themes considered in this document represent only a few among the many that might be planned. In the case of each theme, the approach represents only one among numerous possibilities.

Evaluation

The general aims of the Family Studies program are listed at the beginning of this guideline and are expanded in each section to include more specific goals and objectives for courses and themes that may be developed in each school. The process of evaluation must be based both on the general aims of this guideline and on the goals and objectives of the activities chosen by the teacher and students for a course, for part of a course, or for a theme developed from this guideline.

Evaluation should have its own aims:

- to help the student build a positive self-image;
- to help the student become more responsible through a process of self-evaluation;
- to help the teacher diagnose individual learning progress;
- to help the teacher and students modify the program.

After the teacher and students have decided upon a theme, the teacher considers how the study of this theme might contribute to the goals of the course and to the specific objectives of the theme. This task is undertaken with the knowledge that objectives may change and with an awareness that students have their own aspirations and expectations which may differ from those of the teacher. Nevertheless, a careful discussion of objectives for a theme is valuable to the teacher as it will clarify the essence of the theme and suggest appropriate learning experiences and evaluation procedures. Such a discussion makes the students aware, at the beginning of each learning experience, of what is expected of them: they will know what the activities for a theme are, how long they will be doing them, and what they must do to complete them successfully.

Such co-operative planning indicates that evaluation should also be a co-operative effort. Students should be asked to evaluate their own work and that of their fellow students. This can be a very positive learning experience.

Many of the aims and goals in this guideline are in the affective domain and are difficult to assess. The teacher, much more than the students, will have an understanding of these affective aims which are linked to the question of personal values. Self-evaluation would seem most appropriate in this area and therefore the teacher should help students acquire this skill, which will contribute to their total learning experience.

It has been traditional in some schools to appraise individual cognitive achievement primarily on the results of an examination, or a series of examinations, administered uniformly to a group of students. A teacher who believes that group-testing is inconsistent with the shift in emphasis from group teaching to individual learning is encouraged to develop suitable procedures in consultation with the principal and with the students.

The manner in which the students' achievements and/or the judgements made about them are recorded and reported is a matter to be determined locally. Some schools might choose to issue an anecdotal report card as their means of reporting to parents. Others might choose to supplement such communication with a mark or grade. The Ontario School Record card and the accompanying instructions indicate methods for reporting a student's progress.

Credit towards the Secondary School Graduation Diploma

There are no special prerequisites for enrolment in Family Studies.

Within the prescribed pattern of education leading to a Secondary School Graduation Diploma, credit can be earned for work in any or all of the areas of Family Studies. The classification of the credit should be consistent with the major emphasis of the selected program and can fall within the category of communications, social and environmental studies, pure and applied sciences, or arts.

The Family and Child Development

During the intermediate years, a study of the family and child development can help the student gain greater understanding of himself and his family relationships. This goal reflects the two major concepts: the uniqueness of the individual and the family, and the relationships of the individual within the family.

In designing themes consistent with this goal, students and teacher should recognize that the study of the family and child development can serve as a unifying force integrating elements of many disciplines within the curriculum. This area can also serve as a unifying force in other areas of Family Studies.

Experiences that encourage the student both to think and feel and that offer him the opportunity to express his thoughts and feelings have special merit. Such learning experiences include: discussion in the form of circular response, colloquium, forum, panel, small group, symposium; dramatizations such as socio-drama, skits, pantomime; field trips with taped, filmed, and written records; interviews with resource persons; involvement in community activities that permit the application of knowledge already learned in family and child development and the acquisition of new insights; and observation studies with taped, filmed, and written records.

Good films rank second only to people in their value as learning resources. Television, radio, newspapers, and periodicals often carry topical material that can be used as case studies of the family. Other print resources include significant books about the family and child development and appropriate short stories, novels, and biographies.

One family and child development theme of fundamental importance is organized around *family functions* and their consequences for family members. Themes of this type can have such objectives as the following:

- to identify family functions and their contributions to the well-being of individual family members;
- to understand the family's role of providing security and love;
- to identify the rights, privileges, and responsibilities of all family members;
- to accept one's share of responsibility for family functions;
- to understand the family relationships of grandparents and other relatives whether living in the same home or living apart;

Section II

– to appreciate the variety of family patterns springing from different cultural traditions.

A second theme in family and child development focuses on *family relationships* and their effect on the adolescent's developmental tasks. Through this theme the student should be better able:

- to appreciate that each family member affects and is affected by his family;
- to accept that the needs of parents and adolescents are sometimes complementary and sometimes conflicting;
- to understand the need for communication among family members.

A third theme can be organized around *development in the early years of life*. This theme would have two major objectives:

- to gain greater understanding of oneself from a study of child development;
- to gain the understanding, attitudes, and skills required to help in the care and guidance of young children.

This theme takes into account that many young people are beginning to assume increasing responsibility for the children in their own families and in the families of others.

The content of such themes includes the basic principles of child development, the goals of child care and guidance, the tasks associated with nurturance and control, and the application of this learning.

Observation of children's behaviour is valuable in the study of human development in the early years of life. Good opportunities for observation can be found at home, in the homes of relatives and neighbours, in playgrounds, in daycare centres, and in classrooms from nursery school to the end of the Junior Division.

Students require assistance in learning how to observe children's behaviour objectively. Teachers have found that films portraying children engaged in various activities can be a useful resource in helping students learn to observe accurately.

The study of the family cannot be divorced from various aspects of sexuality. Relationships within the family and the development of young people in early adolescence both have sexual aspects which may emerge during study. The sensitivity and vulnerability of young people at this stage demand that these topics be treated with care and honesty. "The Family and Child Development" should be seen as a broader inquiry in which aspects of human sexuality may be treated as they arise and as they relate to topics under study.

Management of Family Resources

As society confronts individuals and families with an ever-increasing number of resources and choices, management gains in importance, for it is concerned with the ways in which resources are used to achieve goals and enhance the quality of life. Implicit in this statement are the goals in studying management:

- to identify and consider values in relation to goals and philosophy of life;
- to understand the management process and learn how it can be applied to the use of resources for personal and family living.

It is suggested that money management, considered as consumer education relating to food, housing, and clothing, be emphasized in the Intermediate Division. Material for developing programs in money management and consumer education is provided in the guideline *Consumer Studies, Intermediate and Senior Division 1972*, available from the Communication Services Branch, Ministry of Education, Ontario, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L4.

Section III

Housing

Housing is a basic need of mankind and the satisfaction of this need is a means of self-expression. From these facts the study of housing has always derived its potential interest and value for all students. At the present time, however, there is an additional and compelling reason for such study: the scarcity of suitable living space at prices that young people can afford.

The opportunity to study housing is offered in both the Intermediate and Senior Divisions. At the intermediate level, it is possible that the relevancy of this subject will be most apparent to the student who will soon be entering the labour force and seeking a new place to live. At that time, the ability to make wise housing decisions will contribute significantly to his well-being.

The goals of the study of housing are:

- to learn how to make wise decisions in the selection of living space;
- to develop the ability to create environments for living that satisfy the needs of individuals and families;
- to gain the understanding, attitudes, and basic skills required to maintain an environment for living at a suitable standard.

These goals reflect the major concepts encompassed by the study of housing in the Intermediate Division: the influence of housing on people, the factors influencing the form and use of housing, and the processes by which housing is provided for consumers.

In designing themes consistent with the goals, students and teacher should recognize that family relationships and management of family resources are the concepts that unify learning about housing with other areas of Family Studies. It is important to recognize also the relation of housing to art, history, and geography.

The study of housing will be enriched by a variety of learning experiences and resources. Observation of various types of housing and community developments, perusal of newspapers, and careful monitoring of television and radio can yield a wealth of topical material. Visits to stores, factories, auctions, antique shops, fall fairs, and home shows can result in much worthwhile learning about furnishings and household equipment. In addition, there are people in every community who can contribute: landlords, tenants, real estate agents, bankers, community planners, builders, manufacturers, and social workers. Films, filmstrips, and slides can give a dimension of reality to housing outside the local community.

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New developments and the constantly changing emphasis in the housing field make imperative the use of the most up-to-date resource materials. Many Canadian books and periodicals deal with aspects of housing and should be used whenever possible, as their relevance to the experience of young people is likely to be greater than those examining practices elsewhere.

One housing theme is organized around the *selection of living space* and the consequences for individuals and families. Themes of this type encompass such objectives as the following:

- to gain greater understanding and appreciation of the importance of housing as the setting for individual and family living;
- to appreciate the importance of establishing realistic goals for housing.

A second type of theme, organized around the selection and arrangement of *furnishings*, might encompass the following objectives:

- to learn to express oneself creatively through the furnishing of living space;
- to appreciate the need of setting realistic goals for furnishings;
- to develop the ability to create an environment for living that is both functional and attractive.

One theme might be organized around the *maintenance* of furnished living space. The objectives of themes of this type include the following:

- to recognize the contribution of suitable standards of maintenance to the comfort, convenience, safety, and general well-being of individuals and families;
- to appreciate that the condition in which furnished living space is maintained reflects the values, goals, and resources of the occupants;
- to recognize the contribution of adequate storage facilities to the ease of maintenance; to learn how to improve existing facilities;
- to acquire a knowledge of the materials used in the construction of furnishings and equipment in order to achieve maximum effectiveness in their use and care;
- to select methods of performing house-keeping tasks that contribute to effective living.

Food and Nutrition

The growth spurt in early adolescence provides initial motivation for learning about daily nutrition and the preparation and service of food. From this starting point, student interest can expand to the physiological, psychological, social, cultural, and economic aspects of food and nutrition. To facilitate such an expansion of interest, it is essential that students bridge the gap between theoretical knowledge and its effective application in everyday living.

The goals of the food and nutrition area are:

- to apply an understanding of nutrition to daily life;
- to develop a rational and creative approach to the planning, preparation, and service of meals and to studies of food and mealtimes;
- to gain some understanding of the complexity of food habits and their importance in the lives of individuals, families, and cultural groups; to apply this learning to mealtime situations;
- to recognize the opportunity to establish and strengthen personal relationships through the sharing of food;
- to develop the decision-making skills required of a discriminating consumer.

These goals reflect the three major concepts encompassed by the study of food and nutrition.

One major concept, the *significance* of food, may be studied through cultural, social, and economic influences, through nutrition, and through the physiological and psychological aspects involved.

The *nature* of food may be considered as it pertains to chemical and physical properties and to factors effecting change in the properties of food.

The *provision* of food may be considered from the point of view of production, consumer practices, protective measures, and management of resources.

The food and nutrition program throughout the Intermediate Division may consist of a series of themes organized around meal management. These would include the planning, preparation, and service of meals. Successive themes should reflect a progression of learning about various aspects of food and nutrition.

Certain themes in the series may place particular emphasis on one or more of the goals. Examples of such themes – *food, feasts, and families, entertaining friends, Canadian cuisine* – are presented to give some indication of possible development.

Basic to an understanding of *food, feasts, and families* is the use of food for many purposes other than nourishment. It is used in symbolic ways to express hospitality and religious concepts, to enhance family rituals and traditions, and to celebrate the important experiences of life.

The focus of the theme *food, feasts, and families* is the food associated with special occasions in family life and the significance that such food can assume for family members. Special occasions that might be studied include birthdays, weddings, and religious festivals such as Thanksgiving, Christmas, Easter and Passover. The study should encompass the similarities and differences in family rituals on these occasions among various cultural groups in Canada and among various countries of the world.

The objectives of this theme are:

- to prepare and serve meals suitable for family festivals;
- to appreciate that the sharing of food in family rituals can contribute to the cohesiveness of the family and the quality of family relationships;
- to develop interest in and respect for cultural differences.

Students who select a theme such as *entertaining friends* should enjoy learning about food as a symbol of hospitality. They may choose to entertain at a buffet lunch or dinner, an *open-house* party, a *do-it-yourself* party, a picnic, a cook-out, or some other form of social gathering that includes the serving of food. Whatever the occasion may be, emphasis should be placed on the warmth of hospitality and on the responsibilities of host, hostess, and guest.

Students should be encouraged to use their creative ability as well as their knowledge and skills in planning menus, table settings, and activities for the enjoyment of their guests. They should recognize, however, that the true value of entertaining may be attained without an unreasonable expenditure of time, effort, and money.

Entertaining friends offers an exceptional opportunity for the study of manners in some breadth and depth. This topic, explored in historical and cross-cultural perspective, has fascinating potential. On the other hand, it is predictable that students will view a shallow treatment of etiquette as irrelevant to their way of life.

The objectives of this theme are:

- to recognize food as a symbol of hospitality; to appreciate the opportunity to establish and strengthen personal relationships through the sharing of food;
- to plan, prepare, and serve food for a selected occasion;

Section V

- to understand and appreciate the necessity of manners that are based on reason and consideration of others.

The theme *Canadian cuisine* can be organized around ways of preparing and serving foods that have been popular through the years in various regions and localities of Canada.

In the development of the theme, students will use recipes that were brought by Canadians from other countries as well as recipes that originated in Canada. The study of these traditional recipes should be interwoven with the story of the people who used them. The study can be expanded to include a survey of early cooking equipment, kitchen furnishings, dishes, glass, and cutlery.

An important component of the theme is an understanding of factors that have contributed to the blending of regional and local styles of cooking into what is often recognized as a national cuisine.

The objectives of this theme might be:

- to prepare and serve attractive meals that reflect the food traditions of Canada;
- to explore food traditions as an important component of the cultural heritage of Canadians.

The food and nutrition program need not be limited to variations of the meal management theme. Another type of theme can be organized around food and nutrition issues. Such themes should actively involve the student in the process of inquiry. The brief consideration of *food myths and realities* which follows gives some indication of the direction that themes of this type might take.

In a study of *food myths and realities*, the student can explore some controversial topics of current interest such as fads in foods and diets, food refinement and enrichment, food additives, food costs, food analogues, trends in the food industry, and forecasts concerning the effects of technological developments on the food of the future.

To reach decisions about these issues, the student will gather and evaluate information representative of many points of view. In this process, the necessity of understanding basic concepts of nutrition and consumer education will become apparent to the student.

Objectives for a theme of this type are:

- to develop criteria for the evaluation of information about food and nutrition;
- to apply basic concepts of nutrition and consumer education to the wise selection and use of food;
- to develop a rationale for coping with change in the food industry.

Clothing

As he moves away from childhood, the young adolescent becomes increasingly aware of his appearance, including his clothing. This keen interest in appearance and clothing is associated with several developmental tasks of the adolescent; the adjustment to the physical changes of puberty, the establishment of more mature relationships with peers of both sexes, and the development of a sense of personal identity. In addition, freedom to choose his style of grooming and clothing may be used by the adolescent as a means of asserting his growing independence from his parents and other figures of authority in adult society.

The student should be helped by a study of clothing that has the following goals:

- to understand that the selection and creation of clothing is a form of artistic expression through which feelings and ideas are conveyed;
- to appreciate that the amount of money available to an individual for clothing is dependent on the needs of other family members and on family goals;
- to develop the decision-making skills required of a discriminating consumer of clothing;
- to apply an understanding of the aesthetic, cultural, economic, scientific, social, and psychological aspects of clothing to the construction of clothing and to other clothing projects;
- to develop personal criteria for the selection, use, and care of clothing.

The goals reflect the major concepts encompassed by the study of clothing. For example, the *significance* of clothing to the individual can be considered through the relationship between clothing and culture, through the social, psychological, and utilitarian aspects of clothing, and through clothing as a medium for artistic expression.

The *nature* of textiles and clothing may also be considered a major concept.

A third concept, the *acquisition and use* of textiles and clothing, can be considered through selection, use and care, and the responsibility of consumers.

To provide an outlet for creative ability and artistic expression, each theme should include a project in which the student applies his understanding of the aesthetic, economic, scientific, social, and psychological aspects of clothing and textiles. The choice of project should be based on

the interests, ability, and experience of the student. Evaluation of the project should take these factors into account.

Many students may find creative satisfaction in projects involving written, oral, or visual reports on selected facets of clothing which they have explored in libraries, museums, art galleries, or other resources of the community. Some students may find greater creative appeal in a project such as the construction of a garment from a pattern of current fashion interest. Students can produce satisfactory results when they use commercial patterns especially designed for the beginner.

Successive themes should be carefully planned so that each helps the student expand the concepts and skills he has already learned. In this sense, each theme is a forward step in the learning process rather than a duplication of previous experience.

Craft projects related to apparel are an integral part of the clothing program. Belts, purses, gloves, jewellery, and fabrics finished by batik, block printing, or creative stitchery are suggested. Such projects lend themselves to an inter-disciplinary approach and may be guided by the teachers of both Art and Family Studies. The student should be encouraged to use his own ideas: reliance on commercially prepared kits and stamped articles should be rare. It should be noted that a study of grooming can be an integral part of many themes. Such a study should include aspects of the youth culture of today.

In a theme such as *clothing origins and evolution*, emphasis can be placed on clothing as a reflection of the culture in which it is worn. From an historical study of costume, students can learn that fashions in clothing are a mirror of social and technological change. In addition, an examination of current fashions and the forces influencing them should lead to a better understanding of our own society, ourselves, and others.

Such a theme might have the following objectives:

- to discover the relation between culture and clothing;
- to discover the origin of some contemporary designs and the cyclic nature of fashion;
- to consider current fashions as a reflection of the youth culture;
- to apply the understanding of clothing gained from these studies to a creative project.

The focus of a theme such as *clothing: the silent language* would be on clothing as a means of communication. Students will

discover that clothing can reflect individuality, values, and roles in various situations. They will discover also that the choice of clothing helps an individual to create the image that he presents to others.

Since this theme involves both clothing and personal relationships, reference should be made to related themes in the "Family and Child Development" section of this document.

This theme might have the following objectives:

- to become aware of the communicative functions of clothing;
- to understand the influence of appearance on personal relationships;
- to apply this knowledge in a creative project.

The theme *enjoying your clothes* might be organized around the care of clothing and would emphasize that the time, energy, money and knowledge invested in the selection of attractive and serviceable clothing will bring dividends only if that clothing is given the necessary care. Students will discover that much of the knowledge required to select clothes wisely can be used in their maintenance. Fibre content, fabric construction and finishes, and garment construction determine the care required for proper maintenance.

A study of laundry science affords opportunity for individual or group experiments. Topics for investigation might include:

- the degree of hardness of local water;
- types and uses of cleaning and stain removal agents;
- the effect of temperature on various fibres and fabrics;
- effective use of laundry aids and techniques for fabrics with special finishes.

The study of systematic clothing care should also include suitable storage requirements, repairs, and alterations.

Objectives for such a theme might be:

- to discover the relationship between enjoying clothes and taking care of them;
- to learn the procedures necessary to maintain the original shape, colours, size, and texture of clothing;
- to complete a project applying this knowledge.

Students who like clothes usually develop an interest in textiles. In a theme such as *fibre, fabric, fashion*, the study of textiles

becomes fascinating when students learn through direct experience by examining and testing fabrics. Many large samples of fabrics should be available for study, testing, and enjoyment.

The emphasis in the study of textiles should be on properties that relate to the aesthetic, economic, and scientific aspects of fabrics rather than on the technicalities of their manufacture. These properties should be explored in relation to the acquisition, use, and care of garments, rather than in isolation.

A study of clothing labels, tags, and reliable catalogues can also provide an opportunity for basic research into the meaning of terms. Learning to interpret such information may be the best way to predict the performance of clothing and select what is best suited to individual needs.

Objectives for such a theme might be:

- to understand and appreciate some of the aesthetic and economic aspects of fabrics;
- to discover the ways in which the properties of fibres and their use in fabric construction affect the performance of textiles;
- to apply this knowledge to a related project.

Conflict over the amount of money available for clothing is common in families with young adolescents. In a theme such as *making the most of your clothing resources*, the discovery approach can show the student that whatever his clothing allowance may be, it will go further if he applies the principles learned in this theme.

Understanding of the decision-making process, including the ability to find and interpret consumer information about clothing, is the focus of the study.

Such a theme might include the following objectives:

- to understand the place of clothing in the management of family resources;
- to appreciate variations in the importance of clothing to individual members of the family;
- to establish personal criteria for evaluating the quality of clothing in relation to cost;
- to become a more informed consumer of fabrics, clothing, and accessories.

Bibliography and Resources Materials

♣ *Circular 14* contains the titles of textbooks approved for use in Ontario classrooms.

Learning Resources

Introduction

American Home Economics Association. *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*. Washington: American Home Economics Association, 1967. Paperback. (Available from: American Home Economics Association, 2010 Massachusetts Avenue N.W., Washington, D.C. 20036.)

This is a resource book used for curriculum development in all five areas of Home Economics. An outline of concepts and generalizations is given for each area.

♣ Boyd, B.M. *Thinking About Inquiry*. Toronto: McGraw-Hill Ryerson Limited, 1972.

In this book the author has scrutinized many student investigations and developed a conceptual framework of the inquiry process. The conceptual framework, a graphical representation, and simplified versions of many different pathways of investigation illustrate relationships between parts of the inquiry process. The intention is to help the student, teacher, and parent-reader develop an interest in inquiry.

Havighurst, R.J. *Developmental Tasks and Education*. New York: David McKay Co., 1972. Paperback.

This book deals concisely with the development task concept which is useful in relating human behaviour to the problems of education.

Section I – The Family and Child Development

Ames, L.B. *Child Care and Development*. New York: J.B. Lippincott Co., 1970.

The main purpose of this book is to explain what is known about the way children grow. Emphasis is placed on the relationships between the development, behaviour, and care of children.

Baker, K.R., and Fane, X.F. *Understanding and Guiding Young Children*. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

This book is written for students interested in learning more about personality development. It is intended for those who take seriously their responsibility of preparing for parenthood, and is suitable for boys as well as girls. The book stresses understanding of children rather than child care, and approaches its subject through self-understanding.

♣ The maple leaf indicates a Canadian publication.

♣ Bernhardt, D.K., ed. *Being a Parent*. Toronto: University of Toronto Press, 1970. Paperback.

This reader includes various articles by the late Karl Bernhardt which reflect his goal in child rearing: to develop a feeling of security in the individual through firm and consistent discipline.

Bronfenbrenner, Urie. *Two Worlds of Childhood*. New York: Russell Sage Foundation, 1970.

This book is based on cross-cultural studies of childhood. Dr. Bronfenbrenner suggests many specific ways of transmitting to children a renewed sense of purpose and social identity. This book is generally considered to be one of the most important to appear in recent times.

♣ Canada, Department of National Health and Welfare. *The Canadian Mother and Child*. Ottawa: Information Canada, 1970. Paperback.

This is a guide-book for mothers-to-be and includes sections on preparing for the baby, the birth process, and care of the baby.

Chesler, Mark, and Fox, Robert. *Role-playing Methods in the Classroom*. Chicago: Science Research Associates, 1966.

This booklet describes role-playing, a technique that is especially useful in studying attitudes and human relationships.

Cohen, Dorothy H., and Stern, Virginia. *Observing and Recording the Behaviour of Young Children*. New York: Columbia University, 1966.

These authors help the reader to capture the essence of children's interaction through observation of their behaviour.

Conger, John Janeway. "A World They Never Knew: The Family and Social Change". *Daedalus*, vol. 100, no. 4 (Fall 1971), pp. 1105-1138.

In considering the relation of early adolescents to their parents, Conger concludes that autocratic or authoritarian patterns of parental behaviour are doomed to failure. This view, however, is not a plea for "laissez-faire" but for a quality of "love and active concern" which the author seeks to describe.

Cross, A. *Introductory Homemaking*. New York: J.B. Lippincott Co., 1970.

This is a general textbook written for a basic Home Economics course. It is designed to assist young adolescents to better understand certain aspects of their present and future lives. The four divisions of the book – "You as a Person", "You as a Member of a Family", "You as a Decision-maker", and "You as a Consumer" indicate its scope and focus.

Duvall, E.M. *Family Development*. New York: J.B. Lippincott Co., 1971.

The thesis of this book is that families grow through predictable stages of development. These stages can be understood in terms of the development of individual family members and of the family as a whole.

Ellett, M.H. *The World of Children*. Minneapolis: Burgess Publishing Co., 1965. Paperback.

The author attempts to give basic concepts of child development in a condensed form. The book emphasizes the importance of the play school in a program of learning.

Ginott, H.G. *Between Parent and Teenager*. New York: Macmillan Co., 1969.

As in his earlier book, *Between Parent and Child*, Dr. Ginott considers the lines of communication between parents and their offspring. He suggests many specific ways of dealing with a wide range of adolescent problems.

Gruenberg, S.M., ed. *The New Encyclopedia of Child Care and Guidance*. 4 vols. New York: Doubleday and Co., 1968.

This practical reference volume is packed with helpful information on many phases of children's growth from birth through adolescence.

Home Economics Education Association. *Choosing Techniques for Effective Teaching and Learning*. Washington: National Education Association, 1970.

This booklet examines the teacher-learning process and the selection of appropriate techniques for learning. Techniques are categorized as real life situations, simulations of reality, and abstractions from reality. Individualized instruction is a special topic.

Hughes, H.M., ed. *Life in Families*. Boston: Allyn and Bacon, 1970. Paperback.

The important role that research plays in expanding our knowledge of our society is amply shown in this set of readings. This book not only presents research results, but also reveals the methods used by investigators to obtain these results. Each reading was chosen on the basis that it is an interesting interpretation of the family and family life as a sociologist sees it.

Jenkins, William Airy. *These Are Your Children*. 3rd ed. New York: Lothrop, Lee & Shephard Co., 1966.

This book describes and illustrates all four basic aspects of child growth and development – physical, emotional, social, and mental.

Kenkel, W.F. *The Family in Perspective*. New York: Appleton Century-Crofts, 1966.

This excellent text for teachers views the family in four theoretical frameworks. The first, a comparative study, surveys families in other cultures. The second and strongest section offers a sound analysis of the American family as an institution. The final sections briefly review psychoanalytic concepts and considers developmental tasks in the family life cycle.

Landis, J.T., and Landis, M.G. *Building Your Life*. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Paperback.

This book is written for people in their early teens. Its purpose is to offer, in compact and realistic form, information and viewpoints that may help young people as they grow toward maturity in all their relationships – at home, at school, and in their community.

Landis, J.T., and Landis, M.G. *Personal Adjustment, Marriage and Family Living*. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

This book offers material useful to people meeting the challenges of young adulthood. It explores the concept of personality growth in some depth.

🍁 Meiklejohn, P.J., *The Family*. Toronto: McClelland and Stewart, 1969. Paperback.

This resource book is designed to encourage the student to think for himself as he explores a variety of viewpoints about the individual in the family.

🍁 Robertson, E.C., and Wood, M.I. *Today's Child*. Toronto: Burns and MacEachern, 1971.

This book, written for parents, is an informative guide to child-rearing; it contains sections on pregnancy, infancy, childhood, and adolescence.

Spock, B. *Baby and Child Care*. New York: Pocket Books, 1968. Paperback.

This comprehensive and widely used handbook on baby and child care presents the viewpoint of a renowned pediatrician.

Westlake, H.G. *Relationships: A Study in Human Behavior*. Boston: Ginn and Company, 1969.

This book presents the principles of behaviour with a view to helping students relate to their fellow men more effectively.

There are several sources of pamphlets on families and children which are reliable, relevant to changing times, and inexpensive. One of these sources is the Child Study Association of America, 9 East 89th Street, New York, N.Y. 10028. The Association's annual annotated catalogue is available on request. Included in this catalogue is a list of books of fiction selected for young students of the family. Other sources include Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, and the Public Affairs Committee, 381 Park Avenue South, New York, N.Y. 10016. Canadian brochures, prepared by the Department of National Health and Welfare and the Ministry of Health, Ontario, are usually available from local health departments.

Section II – Management of Family Resources

Bratton, E.C. *Home Management Is*. Boston: Ginn and Co., 1971.

Written for secondary school students, this unique book deals with basic concepts of home management and the ways in which these concepts can be applied to the various areas of *Family Studies*.

Goodyear, M.R., and Klohr, M.C. *Management for Effective Living*. New York: John Wiley and Sons, 1965.

This book deals with management from the standpoint of both the individual and the family. It suggests learning experiences and extensive references for further reading from related drama and fiction.

Section III – Housing

American Home Economics Association. *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*. Washington: American Home Economics Association, 1967. Paperback. (Available from: American Home Economics Association, 2010 Massachusetts Avenue N.W., Washington, D.C. 20036.)

In the section from pp. 44 to 52, the major concepts of the housing field are outlined as well as many supporting generalizations.

Bratton, E.C. *Home Management Is*. Boston: Ginn and Co., 1971.

Current concepts of management are used to examine the traditional aspects of household management. This book suggests many learning activities and topics for study.

🍁 Canada, Ministry of State for Urban Affairs. *Report of the Federal Task Force on Housing and Urban Development*, 1968. Ottawa: Information Canada, 1969. Paperback.

The terms of reference for the Task Force were: "to examine housing and urban development in Canada and to report on ways in which the federal government, in company with other levels of government and the private sector, can help meet the housing needs of all Canadians and contribute to the development of modern vital cities." The Report generates greater understanding of the problems and issues related to housing and urbanization in Canada, and will stimulate further research in this important area.

Craig, H.T., and Rush, O.D. *Homes With Character*. Lexington, Mass: D.C. Heath, 1970.

This book considers many types of living space and furnishings that meet the changing needs of individuals and families throughout the life cycle.

Francis, J.A. *The World of Budget Decorating*. New York: Simon and Schuster, 1967.

Many designers have provided practical and imaginative hints for the intelligent use of money in decorating.

Garrett, P.G. *Consumer Housing*. Peoria, Ill.: Charles A. Bennett Co., 1972. Paperback.

This book provides information that enables the consumer to understand concepts and apply principles associated with planning and choosing housing according to needs and costs. The reader is encouraged to develop an awareness of the social responsibilities related to housing.

Goodyear, M.R., and Klohr, M.C. *Management for Effective Living*. New York: John Wiley and Sons, 1965.

This book provides material for developing a sound philosophy of management. The concepts of management are applied to decision-making about housing in everyday living. Numerous references and suggestions for learning experiences are included at the end of each chapter.

🍁 Jensen, C.H. *Home Planning and Design*. Whitby, Ontario: Canadian Technical Publications, 1968. Paperback. Definitions of the types of housing currently available are followed by rules for arranging furniture in each room. Scaled floor plans of the rooms within these homes allow the student to test furniture arrangement by the use of templates.

Lewis, D.S.; Burns, J.O.; and Segner, E.F. *Housing and Home Management*. New York: Macmillan Co., 1969.

This book provides a background for more advanced study of housing as well as an introduction to family economics and the principles of home management. Many varied learning activities are included at the end of each chapter.

✳ Matsushita, R., ed. *Issues for the Seventies: Housing*. Toronto: McGraw-Hill Ryerson, 1971. Paperback.

Provocative articles collected from the popular press and the publications of organizations with interests in housing allow the reader to identify the housing concerns and issues of today. The articles are presented with minimal comment by the editor.

Morton, G.; Genter, H.; and Guthrie, V. *The Home, Its Furnishings and Equipment*. New York: McGraw-Hill Book Co., 1970.

This book encourages students to look at their standard of living as an expression of the economic, technological, and cultural development of a nation, community, or neighbourhood as well as the means of fulfilling the needs of individuals or families. The authors have organized the subject matter into three major parts: housing, furniture and furnishings, and household equipment.

Reist, J.A. *Elegant Decorating on a Limited Budget*. New York: Macmillan Co., 1965.

This useful book examines the basic philosophies that lead to elegant but inexpensive decorating with an individual flair.

Valuable information can be found in publications from the following sources:

Canadian Housing Design Council
Central Mortgage and Housing Building
Montreal Road, Ottawa, Ontario

Central Mortgage and Housing
Corporation
650 Lawrence Avenue West, Toronto,
Ontario

Community Planning Association of
Canada
425 Gloucester Street, Ottawa, Ontario

Canadian Council on Social Development
55 Parkdale Avenue, Ottawa, Ontario

Ontario Housing
101 Bloor Street West, Toronto, Ontario

Section IV – Food and Nutrition

✳ Allen-Gray, Dorothy. *Fare Exchange*. Toronto: Bellhaven House, 1963. Paperback.

This book is a collection of traditional recipes from Canadians of many nationalities.

American Home Economics Association. *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*. Washington: American Home Economics Association, 1967. Paperback. (Available from: American Home Economics Association, 2010 Massachusetts Avenue N.W., Washington, D.C. 20036.)

Some of the main concepts of food and nutrition are listed and supported by numerous generalizations.

American Home Economics Association. *Family Holidays Around the World*. Washington: American Home Economics Association, 1967. Paperback. (Available from: American Home Economics Association, 2010 Massachusetts Avenue N.W., Washington, D.C. 20036.)

This book is not intended as a definitive study of family holidays. It does, however, support the view that family festivals can contribute to the stability and unity of families.

✳ Asselin, Donald E. *A French-Canadian Cookbook*. Edmonton: M.G. Hurtig Ltd., 1968. Paperback.

All the recipes included in this book are at least one hundred years old. Seventeen of the 335 recipes are at least four hundred years old. The author assumes that the reader has mastered the abc's of cooking.

✳ Barber, M., and McPherson, F. *Christmas in Canada*. Toronto: J.M. Dent and Sons, 1972.

This portrait of the Canadian Christmas, past and present, shows that the festival of Christmas has been observed in a multitude of ways across our vast land.

✳ Benoit, Jehane. *The Canadiana Cookbook*. Toronto: Pagurian Press, 1970.

Authentic Canadian recipes developed in early Canada, then refined and preserved through many generations, have been assembled in this book.

Better Homes and Gardens. *Birthdays and Family Celebrations*. Des Moines, Iowa: Meredith Corp., 1963.

This book provides festive recipes for birthdays and other family celebrations.

Better Homes and Gardens. *Holiday Cook Book*. Des Moines, Iowa: Meredith Corp., 1959.

Colourful illustrations appear throughout this book, which includes tested recipes for special occasions.

Better Homes and Gardens. *Jiffy Cooking*. Des Moines, Iowa: Meredith Corp., 1967.

Two main sections make up this cookbook: one section includes information and recipes for family dinners, social occasions, and everyday lunches; the other includes a wide variety of tested recipes for preparing attractive meals quickly and easily. Illustrations appear throughout the book.

Bratton, E.C. *Home Management Is*. Boston: Ginn and Co., 1971.

Written for secondary school students, this book is useful for developing concepts of management in all areas of Family Studies. The author stresses the importance of emotions and feelings, as well as rational thinking, in setting goals and working towards them.

Burgess, Anne, and Dean, R.F.A., eds. *Malnutrition and Food Habits*. New York: Free Press Division of Macmillan Co., 1963.

In this book, nutritionists, educators, and social scientists explore the social, economic, cultural, and psychological factors that influence the formation of food habits and suggest procedures whereby they may be changed. They also consider how nutrition education may be made more effective. The book is essentially a reference for teachers.

✳ Canada, Department of Agriculture. *Food à la canadienne*. Ottawa: Information Canada, 1968. Paperback.

This book gives a sampling of old and new recipes for preparing food that Canadians enjoy. Some recipes are representative of traditional cookery in various regions of Canada. Others are adaptations of old-country favourites.

✳ Canada, Department of Indian Affairs and Northern Development. *Northern Cookbook*. Ottawa: Information Canada, 1968. Paperback.

This book includes facts about some of the wild game, birds, fish, fruit, and vegetables available in Canada's North as well as some methods by which these foods may be prepared and served. Basic information on nutrition and meal planning is also included.

✦ Canada, Department of National Health and Welfare. *Health Protection and Food Laws*. Ottawa: Information Canada, 1970.

This book is designed to explain Canadian food legislation which comes under the jurisdiction of the Health Protection Branch. A useful bibliography is included.

✦ Canada, Department of National Health and Welfare, Nutrition Division. *Table of Food Values Recommended for Use in Canada*. Ottawa: Information Canada, 1964. Paperback. (Reprint pending)

By reference to this book, the student can discover the nutrient and caloric value of foods in common use.

✦ Canadian Home Economic Association. *The Laura Secord Canadian Cookbook*. Toronto: McClelland and Stewart, 1966.

This book contains recipes from every province of Canada, tested and approved by members of the Canadian Home Economics Association.

✦ Collett, Elaine. *The Chatelaine Cookbook*. Toronto: Doubleday Canada Ltd., 1965.

The 1600 tested recipes, representing those most requested by readers of *Chatelaine* magazine, range from simple dishes to international specialties. Included also is a chapter on entertaining and consumer information.

Cote, P. *People, Food and Science*. Boston: Ginn and Co., 1968.

Through the use of this book, students are given the opportunity to broaden their understanding of many problems associated with food and its use. The book is divided into three major sections: the significance of food, the nature of food, and the management of food resources. The book is useful for advanced students in the Intermediate Division.

Deutsch, R.M. *The Nuts Among the Berries: An Exposé of America's Food Fads*. New York, Ballantine Books, 1967. Paperback.

Recommended by the American Medical Association and widely used in nutrition courses, this book is an accurate, informative, and often highly entertaining survey of food fads and quackery.

Eppright, E.; Pattison, M.; and Barbour, H. *Teaching Nutrition*. Ames: Iowa State University Press, 1963.

The collaboration of authors who are leaders in the science of nutrition and in the development of curriculum has resulted in this excellent guidebook for teachers.

Giffit, H.H.; Washbon, M.B.; and Harrison, G.G. *Nutrition, Behavior, and Change*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

This unique book, which combines research findings, theory, and empirical knowledge from diverse disciplines, presents a broad view of food habits and their effects on human welfare. Emphasis is given to the understandings of food habits and their modification. This book is an important teacher reference which aims to narrow the gap between nutritional science and its effective application.

Goodhart, Robert S. *The Teenager's Guide to Diet and Health*. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

This book suggests approaches to nutrition education that appeal to adolescents.

Hughes, O., and Bennion, M. *Introductory Foods*. New York: Macmillan Co., 1970.

This reliable reference for teachers includes a consideration of new food developments. Many parts of this book can be adapted for use in the Intermediate Division.

✦ Jenner, A. *Food: Fact and Folklore*. Toronto: McClelland and Stewart, 1973. Paperback.

This Canadian resource book aims to help young people think about food and nutrition problems encountered in everyday life. Nutrition is considered in relationship to the social, cultural, religious, economic, medical, and educational backgrounds of individuals and families.

Kinder, F. *Meal Management*. New York: Macmillan Co., 1968.

The management process is described and applied to all aspects of meal planning and meal preparation.

✦ Lee, M.H.; Humphries, M.E.; Price, M.M.E.; Robertson, E.C.; and Wilcox, V.M. *Foods and Textiles*. 2 vols. Agincourt, Ontario: Gage Educational Publishing, 1964-65.

The food sections of both volumes present a rational basis for the selection and preparation of food. Emphasis is placed on nutrition knowledge that is useful in everyday living.

Leverton, R. *Food Becomes You*. Ames: Iowa State University Press, 1965.

Scientific nutrition facts and their application for healthful living are presented in an enjoyable, easy-to-read manner. This resource book can be used by the Intermediate Division student as a guide to the selection of food for good health.

Lewis, D.S.; Peckham, G.C.; and Hovey, H.S. *Family Meals and Hospitality*. New York: Macmillan Co., 1972.

This book is organized into four units – Food and Health, Three Meals a Day, Extending Hospitality, and Food for the Future – each of which emphasizes the application of knowledge and the development of basic skills required for meal management.

Lowenberg, M.E.; Todhunter, E.N.; Wilson, E.D.; Feeney, M.C.; and Savage, J.R. *Food and Man*. New York: John Wiley and Sons, 1968.

Written by teachers who have participated in the development and implementation of food and nutrition courses, this book tells the fascinating story of food as a potent world force. The information provided on food habits can be adapted for use in the Intermediate Division.

Mayer, Jean. *Overweight: Causes, Cost and Control*. Englewood Cliffs, N.J.: Prentice-Hall, 1968. Paperback.

The scientific studies of the physiological and psychological aspects of obesity conducted on both animals and human beings are discussed in lay terms. These studies indicate the extreme complexity and the multi-causal etiology of obesity. Dr. Mayer's therapy program involves medical supervision, diet, and exercise.

✦ McDermott, I.E.; Trilling, M.B.; Nicholas, F.W.; and Meiklejohn, P. *Food for Modern Living*. Toronto: McClelland and Stewart, 1967.

Basic knowledge required for meal management as well as a wide variety of recipes are included in this Canadian edition designed for the young adolescent.

McHenry, E.W. *Foods Without Fads: A Common Sense Guide to Nutrition*. Philadelphia: J.B. Lippincott Co., 1960.

Written by a Canadian nutritionist, this book provides reliable information on food in a simple, entertaining style. Dr. McHenry explains how scientific knowledge may guide the choice of food for health and aid in refuting false claims made by quacks and faddists.

Medved, E. *The World of Food*. Boston: Ginn and Co., 1970.

The reader is provided with an overview of food today and a glimpse of the food of the future. The suggested activities reflect the changing food scene and can be used to involve the student in inquiry.

Nicolson, Harold, *Good Behavior*. Gloucester, Mass.: Peter Smith, 1969.

In this study Mr. Nicolson views the evolution of manners or civility in historical and cross-cultural perspective. He depicts certain patterns of behaviour as representative of the culture of their time and place. His broad approach to manners and behaviour sheds light on the contemporary social scene.

✦ Nightingale, Marie. *Out of Old Nova Scotia Kitchens*. Halifax: Petheric Press, 1971. Paperback.

This charming collection of traditional recipes reflects much of the social history of Nova Scotia.

✦ Oliver, M. *Margo Oliver's Weekend Magazine Cook Book*. Montreal: McClelland and Stewart, 1967.

Published in both English and French, this book is a compilation of some favourite Canadian recipes.

✦ Pattinson, N.L. *Canadian Cook Book*. Toronto: McGraw-Hill Ryerson, 1969.

This book, in successive editions, has become a classic in its field and includes a wide range of reliable recipes as well as other information useful for meal planning, preparation, and service.

✦ Robertson, E.C. *Nutrition for Today*. Toronto. McClelland and Stewart, 1968.

Food rather than nutrients is the focal point of this book. Avoiding technical terms, this book is interesting and useful to a wide range of readers.

Robotti, F. D., and Robotti, J. *French Cooking in the New World*. New York: Doubleday and Co., 1967.

This book considers the culinary traditions of the French in North America and includes an array of nearly 800 tested recipes. Divided into two sections – Louisiana Creole and French Canadian – this book examines each cuisine, its history, its legends, and its characteristics.

Rombauer, I.S., and Becker, M.R. *Joy of Cooking*. New York: Bobbs-Merrill Co., 1951.

This popular cookbook includes a complete range of reliable recipes in every category.

Sebrell, W.H.; Haggerty, James J.; and the editors of *Life. Food and Nutrition*. New York: Time Incorporated, 1967.

This book explains how man finds the food he needs in every part of the globe, describes the processes of nutrition, discusses the diseases caused by a lack or oversupply of nutrients, examines the fads and fancies that have influenced man's choice of foods throughout history, and draws conclusions about world food supplies in an era of rapid population growth. Each chapter includes a picture essay.

✦ Staebler, E. *Food That Really Schnecks – Mennonite Country Cooking*. Toronto: McGraw-Hill Ryerson, 1968.

This book includes recipes, comments, and anecdotes which the author collected over the years in the Kitchener-Waterloo area. The book reflects the author's genuine interest in the Mennonite people and their food.

Sunset editorial staff. *The Dinner Party Cookbook*. Menlo Park, Calif.; Lane Magazine and Book Co., 1967. Paperback.

This book is divided into 60 parts, each focusing on a dinner party designed for a particular situation. Each part includes a menu and details related to the planning, preparation, and service of the dinner.

✦ Toronto Nutrition Committee. *Food Customs of New Canadians*. Toronto: Toronto Nutrition Committee, 1967. Paperback. (Available from Toronto Nutrition Committee, P.O. Box, 744, Terminal A. Toronto, Ontario.)

This informative reference booklet covering the food customs of thirteen ethnic groups is designed for use by those who are concerned with the food and nutrition of new Canadians.

Young, James H. *The Medical Messiahs: A Social History of Health Quackery in Twentieth-Century America*. Princeton, N.J.: Princeton University Press, 1967.

This book is concerned with the paradoxical acceptance, in twentieth-century America, of modern medical science and of pseudo-medical nonsense. The book is a reference for the teacher.

Some free publications are also available, and teachers may wish to place their names on the following mailing lists for school materials:

The Consumer
Canada Department of Consumer and Corporate Affairs
Box 99, Ottawa, Ontario

Consumer Information Office
Ministry of Consumer and Commercial Relations
555 Yonge Street, Toronto, Ontario

Educational Services
Health Protection Branch
Department of National Health and Welfare
Box 402, Station Q, Toronto 290, Ontario

Section V – Clothing

American Home Economics Association. *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*. Washington: American Home Economics Association, 1967. Paperback. (Available from: American Home Economics Association, 2010 Massachusetts Avenue N.W., Washington, D.C. 20036.)

A booklet of inestimable value in program planning, this report is an effort to utilize concepts both as a means of defining the structure of Family Studies and as a basis for effective teaching. Intensive study and use of the ideas it contains should be most helpful to teachers.

American Home Economics Association. *Textile Handbook*. 4th ed. Washington: American Home Economics Association, 1970. Paperback. (Available from: American Home Economics Association, 2010 Massachusetts Avenue N.W., Washington, D.C. 20036.)

An invaluable reference that covers concisely the chemical and physical properties of fibres, fabric construction, finishes, dyeing, fabric definitions, and maintenance of fabrics. This booklet is consumer-oriented and is especially helpful in the area of new fabrics and care products.

✦ Brett, K.B. *Women's Costume in Ontario*. Toronto: University of Toronto Press, 1966. Paperback.

This booklet describes briefly the styles of clothing worn in Upper Canada from 1784 to 1867. It is illustrated with black-and-white pictures of garments and accessories from the collection of the Royal Ontario Museum.

✦ Canada, Department of Consumer and Corporate Affairs. *Care Labelling for Textiles*. Ottawa: Department of Consumer and Corporate Affairs.

Pamphlets and posters illustrating and describing the symbols for textile care are available on request. Write to: Department of Consumer and Corporate Affairs, P.O. Box 99, Ottawa, Ontario.

Craig, H.T. *Clothing: A Comprehensive Study*. New York: J.P. Lippincott, 1968.

This comprehensive text is written for the senior high school student but is also an excellent teacher reference. It surveys the broad field of clothing including the historical, sociological, psychological, aesthetic, scientific, consumer, and creative aspects; it emphasizes the relationship between these aspects and the individual's choice and use of clothing. Student learning activities are suggested in each chapter. An annotated version is available for teachers.

Cunningham, Phillis. *Costume in Pictures*. London: Studio Vista Picture-back, 1964. Paperback.

This is a brief descriptive and pictorial survey of British and American costume from medieval days to the early twentieth century. There are 150 black-and-white illustrations. An advantage of this book is its low cost.

Ellett, M.H. *Textiles for Teens*. 3rd ed. Minneapolis: Burgess Publishing, 1967. Paperback.

This very elementary text gives the manufacture, characteristics, and uses of fibres in very simple language. It is illustrated with amusing drawings.

Enthoven, Jacqueline. *Stitchery for Children: A Manual for Teachers, Parents and Children*. New York: Van Nostrand Reinhold, 1968.

The title tells the whole story of this invaluable reference. The book includes: stitchery for different stages of development from pre-school through high school, including children with special needs; designing with stitches; and suggested materials. Illustrations are in black and white.

Evans, Mary. *Costume Throughout the Ages*. Philadelphia: J.B. Lippincott, 1950.

The author shows the close association of dress with art, literature, and religion, and by numerous examples establishes the relation between the evolution of styles of dress and social, political, economic, and geographic conditions. The following are of particular interest to teachers: a historical table of French and English rulers; a listing of printers whose works illustrate historic costume; topics for class discussion; and an extensive bibliography and index. The book is illustrated with black and white photographs.

Garrett, P.G., and Metzen, E.J. *You Are a Consumer*. Boston: Ginn and Co., 1972.

This book relates to the student's role as consumer and focuses on clothing. It deals with decision-making in the use of resources and examines the attitudes, motivations, goals, and values upon which an individual's decisions in the market place are made. It includes suggestions for student activities and the language is clear and direct.

Goldstein, Harriet, I., and Goldstein, Vetta. *Art in Everyday Life*. 4th ed. New York: Macmillan Co., 1954.

The object of this book is to show the principles of art as they are seen in familiar works of art and applied to house design, costume design, advertising, and city planning. This definitive work is best suited as a reference for advanced pupils.

Gorsline, D. *What People Wore*. New York: Viking Press, 1952.

This book starts with a brief survey of the costume of the ancient world, but concentrates on European costume from the thirteenth century and American costume from 1840 to the mid-1900. It is profusely illustrated with line drawings which provide clarity free of irrelevant background material. It is best suited to the older students of this division.

Guild, Vera P. *Creative Use of Stitches*. 3d ed., rev. and enl. Davis, Mass.: Davis Publications, 1969.

The purpose of this book is to serve as an introduction and inspiration to the creative use of stitches in the classroom and studio. The first part of the book shows how to execute creative stitches and the second half shows photographs of work created by students in classrooms from grade 3 through high school and college as well as some work of leading artists. This book is a good reference for basic to advanced work.

Harvey, Virginia. *Macramé: The Art of Creative Knotting*. New York: Van Nostrand Reinhold, 1967.

This is an attractive, definitive book on the subject and an excellent reference for advanced work. It is well illustrated with clear diagrams. A glossary of terms is given.

Karasz, Mariska. *Adventures in Stitches and More Adventures, Fewer Stitches*. New York: Funk and Wagnall Co., 1959.

This basic book assists teachers to develop creativity in their pupil's craft projects. The aim is to help students find fulfilment through creative self-expression.

Kefgen, M., and Touchie-Specht, P. *Individuality in Clothing Selections and Personal Appearances: A Guide for the Consumer*. New York: Macmillan Company, 1971.

This readable and appealing book aims to lead the student to an appreciation and understanding of the importance of individuality in clothing and personal appearance. It is suitable as a reference for teachers and older students of the Intermediate Division.

Krevitsky, Nik. *Stitchery: Art and Craft*. New York: Van Nostrand Reinhold, 1966.

In this basic book the author introduces students to stitchery as an art medium. Many basic stitches are illustrated and suggestions are given for using them in creative projects. There is also an illustrated discussion of the relationship of stitchery to forms in nature and other sources of design.

La Croix, Grethe. *Creating With Beads*. Little Craft Book Series. New York: Sterling Publishing Co., 1969.

In this book, beautiful examples of bead-work are shown in both colour and black-and-white photographs with diagrams illustrating how the work is done. Only one or two basic threading techniques, presented in step-by-step diagrams, have to be mastered to create a vast number of objects.

Latzke, Alpha, and Hostetter, Helen P. *The Wide World of Clothing*. New York: While intended for university classes, this book would give any teacher a wealth of material and ideas for a theme on design or the social-psychological aspects of clothing.

Laury, Jean R. *Appliqué Stitchery*. New York: Van Nostrand Reinhold, 1966.

This clear and definitive text includes sources of ideas, elements of design and colour, selection of suitable materials, basic appliqué and embroidery stitches, and many simple beginners' projects with directions for hand-and machine-sewn appliqué techniques. The book, lavishly illustrated with line drawings and photographs, some of them in colour, would be helpful for students of all levels.

Laver, J. *Concise History of Costume*. London: Thames and Hudson, 1969.

In this most readable book, Laver presents a survey of the history of costume and examines the psychological factors behind fashion, relating costume to historical and cultural patterns. Illustrations from an enormous variety of sources show the changes that have occurred in costume from pre-historic times to the mini-skirts of the 1960's.

Monk, K. *Fun With Fabric Printing*. New York: Taplinger Publishing Co., 1969.

This imaginative yet practical volume is helpful in teaching design through printing on fabric. Guided by the promise that learning and enjoyment are greater if techniques can be applied to something tangible and wearable, it shows how students can create and print original designs. This is a well illustrated volume of largely black-and-white pictures and drawings.

☐ Ontario, Ministry of Education. *Consumer Studies, Intermediate and Senior Divisions*. Toronto: Ontario Ministry of Education, 1972.

This guideline is the basis for a multi-disciplinary course and as such suggests investigations in areas such as food, clothing, housing, furnishings, and appliances. It gives ideas for various approaches to these investigations. A companion document of reference material for teachers and students supports the guidelines.

Phillips, Mary W. *Step-by-Step Knitting*. New York: Golden Press, 1968. (Western Pub.) Paperback.

This excellent instruction book illustrates stitches and simple projects. The stitches are shown in clear diagrams and photographs.

Potter, M. D., and Corbman, B. P. *Fiber to Fabric*. Toronto: McGraw-Hill Ryerson, 1967.

This is an advanced text covering all aspects of the study of fibres and fabrics. It is profusely illustrated with black-and-white drawings and pictures. It would serve as a reference for teachers and the more advanced students.

Proud, Nora. *Introducing Textile Printing*. London: B. T. Batsford, 1968.

The imprinting of a design on fabric is illustrated by several simple methods using corks, potatoes, lino cuts, and screen printing. Each step is shown in photographs supplemented by drawings. The instructions enable a beginner to experiment with designing and printing fabrics before investing in dyes.

Stavridi, Margaret. *The History of Costume*. 4 vols. Boston: Plays Inc., 1966-70.

The format of these books is unique: every other page is a full-page colour painting; intervening pages carry descriptions and related information. The illustrations show clothing for various occasions for both men and women as well as clothing for children. The commentary that accompanies each plate examines the sources and effects of fashion. These books are best suited to advanced pupils.

Sturm, Marie M., and Grieser, Edwina H. *Guide to Modern Clothing*. Toronto, McGraw-Hill Ryerson, 1968.

This general book covers appearance and grooming, colour and design, fibres and fabrics, wardrobe planning, selection, buying and care of clothing, clothing construction techniques, and instructions for making several garments.

Vanderhoff, M. *Clothes: Part of Your World*. Toronto: Ginn and Co., 1970.

This book, of particular appeal to the younger classes, is simply written and attractively illustrated. It includes information on clothes of the past and the significance of clothing, clothing and roles, and factors affecting the appearance, purchase, construction, and maintenance of clothes.

Wilcox, R. Turner. *Five Centuries of American Costume*. New York: Charles Scribner's Sons, 1963.

This survey of dress in the Americas includes the aboriginal dwellers of both American continents as well as the more familiar explorers, conquerors, and early settlers, and their descendants. The emphasis is on everyday attire rather than fashion, and the book includes a review of children's clothes from the sixteenth century to the present.

Wilcox, R.T. *Folk and Festival Costume of the World*. New York: Charles Scribner's Sons, 1965.

This book presents a survey of traditional dress all over the world – the countries where native dress is still worn and those where traditional garb is preserved for festive occasions. The illustrative, black-and-white drawings show clothes of men, women, and children, and the text gives descriptive details.

Wilson, Erica. *Fun With Crewel Embroidery*. New York: Charles Scribner's Sons, 1965.

This very elementary book has an excellent alphabet of stitches and clear diagrams and photographs to complement the concise instructions. The illustrations of the basic projects make it suitable for younger pupils.

Wingate, I.B., and Burkholder, R. *Laboratory Swatch Book: Textile Fabrics and Their Selection*. Dubuque, Iowa: Wm. C. Brown, 1971.

This book can be used by the more mature students for independent study.

16mm Films

Teachers in areas having their own resource centres should apply for films at these centres. The producer and the Canadian distributor of each film is listed for the information of boards interested in purchasing films. Catalogues of films are available on request from distributors.

Section I – The Family and Child Development

All in the Game (colour), 30 mins. British Broadcasting Corporation, 135 Maitland Street, Toronto, Ontario.

All aspects of development come together in play; the quality and type of play depend on all of them. This program looks at the way in which individual and group play develop and the various forms which these can take.

Angotee: Story of an Eskimo Boy (colour), 31 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

In telling the story of Angotee, the film describes the life and customs of an Eskimo family, the typical upbringing of an Eskimo boy, and the favourite place he occupies in the family. It is a picture of domesticity, involving not only the immediate family, but the aged grandmother and other members of the community as well.

Child Behaviour – You (colour), 15 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

Drawing heavily on psychological research, this animated film is presented in five segments dealing with behaviour modification in infancy, early childhood, middle childhood, adolescence, and special problem areas.

Four Families (b/w), 58 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

An on-the-spot comparison of family life in India, France, Japan, and Canada, this film features the internationally known author-anthropologist Margaret Mead, who discusses how the upbringing of a child influences and is influenced by a distinctive national character.

Frustrating Fours and Fascinating Fives (colour), 21 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

This film is a study of the behaviour of four- and five-year-old children at home and at nursery school. As the film follows the development of a typical four-year-old and that of his classmates, we see the vacillation between infantile helplessness and vigorous self-assertion at four, and the development of independence and the beginning of co-operation at five.

He Acts His Age (colour), 14 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

The film, the introduction to the *Ages and Stages Series* in child development, examines the play habits of children from one to fifteen years of age. It shows the characteristics of each group and stresses the importance of understanding children for anyone working with them.

The Invention of the Adolescent (b/w), 28 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

The idea of adolescence as a period in life between childhood and adulthood is the product of modern times. What young people have gained and lost by this comparatively recent development is clearly illustrated in this film.

Jamie – The Story of a Sibling (b/w), 27 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

This film shows how the emotional development of children is affected by parental attitudes and by competition for parental attention.

Making Sense (colour), 30 mins. British Broadcasting Corporation, 135 Maitland Street, Toronto, Ontario.

A new-born baby can see, hear, feel, make sounds, and probably smell. The senses for perceiving the world are all there but making something of it is a slow, developmental process.

Mirror, Mirror (colour), 23 mins. Produced by Brigham Young University, available from Educational Media Services, Provo, Utah 84601.

This film should help young adolescents gain greater understanding of themselves and their relationships with others.

Mother and Child (colour), 30 mins. British Broadcasting Corporation, 135 Maitland Street, Toronto, Ontario.

The program examines the importance of the physical and psychological relationship that exists between mother and child.

Mother Love (b/w), 26 mins. Produced by Carousel Films, available from Marlin Films, 47 Lakeshore Road East, Port Credit, Ontario.

Using a large colony of newborn monkeys as subjects, Dr. H. Harlow of the University of Wisconsin tests their reactions to a variety of inanimate mother substitutes. The purpose of these experiments is to gain greater understanding of the bond between mother and child as well as the effects of denial of maternal love.

My Childhood: Part I (b/w), 51 mins. Produced by Benchmark Films, available from Visual Education Centre, 95 Berkeley Street, Toronto, Ontario.

This film is a sensitive portrayal of a boy's childhood in a closely knit, middle-class family.

The New Baby (colour), 19 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

This film, produced by the Child and Maternal Health Division of Canada's Department of National Health and Welfare, presents information on the daily care of a new baby. The film visits a home where a third child is expected and shows the family preparing for the baby's arrival, with emphasis on the mother's prenatal medical supervision.

Pioneer Village (colour), 22 mins. Metropolitan Conservation Authority, 5 Shoreham Drive, Downsview, Ontario.

This film portrays the lives and times of the pioneers of Ontario – what it was like for families to build their own houses, grow their food, travel by horse, cultivate their own land, and devise their own entertaining. After viewing this film students are in a better position to understand the changing nature of family life.

Power of Speech (colour), 30 mins. British Broadcasting Corporation, 135 Maitland Street, Toronto, Ontario.

The youngest of babies is able to communicate pain, hunger, and satisfaction. True language does not develop until the child is able to use words as symbols of things and ideas which exist outside the "here and now". This development is partly

innate in that it depends on the development of the muscles and nerves that are needed for making words, and partly a matter of training in that a child who does not hear language will never learn to speak it. The late-talking child is often only a victim of ineffectual teaching. The program includes this problem and how it can be managed, based on the current ideas of language development.

Guiding Behaviour, Part I of Teaching the 3's, 4's and 5's Series. (b/w), 20 mins. Produced by Churchill Films, available from Gordon Watt Films, 865 Sheppard Avenue West, Downsview 476, Ontario.

The camera has captured a number of actual behaviour situations that frequently trouble nursery school teachers. We are able to eavesdrop as teachers handle and mishandle some familiar situations.

Setting the Stage for Learning, Part II of Teaching the 3's, 4's and 5's Series (b/w), 22 mins. Produced by Churchill Films, available from Gordon Watt Films, 865 Sheppard Avenue West, Downsview 476, Ontario.

The key to this document is a filmed experiment in which a group of children are urged to play in a sandbox containing no toys or tools – only sand. The debacle is contrasted with a number of familiar nursery school situations in which teachers use ingenuity to enlarge the children's learning experiences.

The Teens (b/w), 27 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

This film introduces us to the three teenagers of the O'Connor family: Timmy, aged thirteen, and the twins, Barry and Ivan, aged fifteen. The film demonstrates throughout that living with teenagers requires active interest and sympathy.

The Terrible Two's and the Trusting Three's (colour), 21 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

This film studies the behaviour of two- and three-year-olds. It shows what one is to expect from youngsters of these ages, and suggests some constructive ways of dealing with the problems they present.

Tuktu and the Indoor Games (colour), 14 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

This delightful film shows the games Eskimo children play indoors.

Tuktu and the Magic Spear (colour), 14 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

In this film Tuktu accompanies his family on a fishing expedition in winter, when fishing is done through the ice. He also sees his father catch fish with a spear during the summer and he longs to grow up and catch fish too.

Tuktu and the Snow Palace (colour), 14 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

When they move to new hunting grounds, Tuktu's family and friends build new igloo homes and a giant igloo where feasting, dancing, and games are held.

Two-and-a-Half (b/w), 8 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

The film will have special interest for anyone who enjoys watching toddlers at play. It is the captivating study of two children, aged two-and-a-half, at play indoors on a winter's afternoon without adult surveillance or interference.

The World of Three (b/w), 27 mins. National Film Board, 1 Lombard Street, Toronto, Ontario.

This is a provocative film revealing the gulf between child and adult, where discipline too often cuts short the child's need to explore and experiment, and where understanding cannot take the place of love.

Section III – Housing

Evan's Corner (colour), 24 mins. Produced by Bailey Film Associates, Toronto 18, Ontario.

This film deals in a very sensitive way with some of the psychological aspects of housing. A boy who lives in a crowded tenement creates his own living space in a corner complete with window, picture, plant, furniture, and pet.

It's Your Move (colour), 14 mins. Central Mortgage and Housing Corp., Regional Information Office, 650 Lawrence Avenue West, Toronto M6A 1B2, Ontario

This film presents the factors one should consider in choosing between renting an apartment or buying a house.

Recognizing Your Needs (colour), 14 mins. Central Mortgage and Housing Corp., Regional Information Office, 650 Lawrence Avenue West, Toronto M6A 1B2, Ontario.

This film contrasts the housing needs of the family at the expanding and contracting stages of the life cycle.

Shelter: Almost Anyone Can Build A House (colour), 15 mins. Produced by Learning Corporation of America, available from Marlin Motion Pictures, 47 Lakeshore Road East, Port Credit, Ontario.

The building of a tree house and a modern house are intercut to show that the provision of housing is a basic human need.

35mm Filmstrips

Teachers in areas having their own resource centres should apply for filmstrips at these centres. The producer and the Canadian distributor of each filmstrip is listed for the information of boards interested in purchasing filmstrips. Catalogues of filmstrips are available on request from distributors.

Section I – The Family and Child Development

Child Training Series. Produced by the National Film Board, available from Visual Education Centre, 95 Berkeley Street, Toronto, Ontario.

This series of filmstrips deals with many aspects of child care and guidance. Titles included in the series are:

Before Baby's Birthday (colour), 44 frames
Caring for Baby (colour), 44 frames
Clear Gain (colour), 53 frames (Filmstrip with a disc)
Destructfulness (colour), 34 frames
Discipline (b/w), 43 frames
Fear (colour), 28 frames
Feeding Habits (colour), 33 frames
How Shall I Tell My Teenager About Sex (colour), 42 frames
How Shall I Tell My Young Child About Sex (colour), 42 frames
Learning to Read (colour), 45 frames
Training the Mentally Retarded Child at Home (colour), 43 frames (Filmstrip with a disc)

Getting Along With Your Brothers and Sisters (colour), 35 frames. McIntyre Educational Media Ltd., 86 St. Regis Crescent North, Downsview, Ontario.

The filmstrip illustrates frequent causes of sibling rivalry – the younger child's anxiety about belonging, the older child's worry about having his place taken by a new baby, differences in natural endowment, and the sharing of home facilities and duties.

Getting Along With Your Family (colour), 37 frames. McIntyre Educational Media Ltd., 86 St. Regis Crescent North, Downsview, Ontario.

This is a filmstrip about a family whose members try to understand and help each other.

Is There a Typical Family? (colour), 43 frames. McIntyre Educational Media Ltd., 86 St. Regis Crescent North, Downsview, Ontario.

This filmstrip gives young people insight into the problems contingent on readjustment in the family pattern, with particular emphasis on the replacement of a lost parent.

Parents Are People Too (colour), 44 frames. McIntyre Educational Media Ltd., 86 St. Regis Crescent North, Downsview, Ontario.

The primary purpose of this filmstrip is to help teenagers regard and treat their parents as "people".

Play: Learning Medium for Preschool Children (colour), 55 frames. J.C. Penney Company Inc., 1301 Avenue of the Americas, New York, N.Y. 10019.

This kit includes a filmstrip and recording about toys and activities for preschool children. In this kit, play has been emphasized since it provides many insights into a child's perception of himself and the world around him.

You and the Other Generation (colour), 41 frames. McIntyre Educational Media Ltd., 86 Regis Crescent North, Downsview, Ontario.

The purpose of this filmstrip is to increase students' self-understanding, and to help teenagers develop insight into the problems and attitudes of parents. It also presents typical areas of conflict between the generations. There are suggested approaches to the prevention or solution of problems facing teenagers and their parents.

Section III – Housing

Consumer Defense Mechanism (colour). J.C. Penney Co., Inc., 1301 Avenue of the Americas, New York, N.Y. 10019.

Unconscious motivations can and do influence our behaviour as consumers. In this filmstrip three defense mechanisms are described: displaced aggression, denial, and rationalization.

Homes Are for People (colour). J.C. Penney Co., Inc., 1301 Avenue of the Americas, New York, N.Y. 10019. (Filmstrips and records.)

These filmstrips illustrate the physical, psychological, and sociological needs that are fulfilled in the home. These materials also suggest that a person's cultural heritage, values, and goals are reflected in his interpretation of beauty.

Section V – Clothing

Clothing Communicates (colour), 47 frames. J.C. Penney Co., Inc., 1301 Avenue of the Americas, New York, N.Y. 10019.

This filmstrip explores the possible relationships between personality and clothing selection.

Colour Concepts (colour). J.C. Penney Co., Inc., 1301 Avenue of the Americas, New York, N.Y. 10019.

Planned to provide a basic introduction to colour, this teaching supplement includes two filmstrips dealing with colour concepts and their application to everyday life.

Fashion and You – Parts 1 and 2, 1972 (colour). Visual Aids Studio, 1909 Avenue Q, Huntsville, Texas TX77340.

Part 1, Fashion and Style, concentrates on clothing design – fashion versus style. It shows style throughout history and its adaptation to fashions.

Part 2, Creating Your Own Styles, shows how the shape of the face, colouring, and body proportions influence clothing selection. The emphasis is on common sense rather than rigid rules. Both filmstrips are suited to students at the secondary school level.

Rayon Today (colour), 69 frames. FMC Corporation, American Viscose Division, 1617 John F. Kennedy Blvd., Philadelphia, Penn.

This filmstrip deals briefly with the history, manufacture, qualities, and uses of rayon.

Other Non-Print Resources

Section III – Housing

Credit: A Consumer Resource (kit). J.C. Penney Co., Inc., 1301 Avenue of the Americas, New York, N.Y. 10019.

This kit includes a filmstrip, case studies, transparencies, and a teacher's guide. This kit suggests learning activities that are intended to spark thinking about credit and attitudes that influence its use.

Financing a New Partnership (kit). J.C. Penney Co., Inc., 1301 Avenue of the Americas, New York, N.Y. 10019.

This kit includes six role-playing puppets, reference sheets, and a game that uses information from the reference sheets in problem-solving situations. Four case studies help young people explore the costs involved in establishing a first home for a married couple or a single person.

The Home: An Environment for Human Growth (kit). J.C. Penney Co., Inc., Avenue of the Americas, New York, N.Y. 10019.

In this kit, interviews, posters, case studies, and slides show the different meanings of home for individuals. The needs of man – material, spiritual, intellectual, and social – influence the planning of a home.

An Introduction to Value Clarification (kit). J.C. Penney Co., Inc., Avenue of the Americas, New York, N.Y. 10019.

This kit includes a guide, *Forum* magazine regarding value clarification, and seven folders containing overheads, worksheets, flash cards and posters. Eight strategies are suggested which encourage thinking about choices involving values. The focus is on two questions: *What's important to you?* and *What do you value?*

Section V – Clothing

Clothing: Interrelationships With Behaviour, Roles and Values (colour), printed masters or transparencies. 3M Company, P.O. Box 5757, London, Ontario.

These visuals for an overhead projector are available as transparencies or printed masters, and illustrate the basic social-psychological aspects of clothing.

Cotton Plus (swatched flip chart). Canadian Cotton Council, 666 Sherbrooke Street, Suite 307, Montreal 111, P.Q.

This swatched flip chart is designed for elementary school pupils. Free pamphlets are also available.

Cotton Science (kit). Canadian Cotton Council, 666 Sherbrooke Street, Suite 307, Montreal 111, P.Q.

This kit is designed for students beginning the study of textiles and contains samples of cotton at different stages of manufacture. Free pamphlets are also available.

Fabric Identification Kit. The Wool Bureau of Canada Limited, Department of Educational Services, 220 Yonge Street, Toronto, Ontario.

This kit contains: 15 large swatch cards, a teacher's manual, a card with diagrams and descriptions of woollens and worsteds, 32 student fabric cards and corresponding mounted fabric swatches, 32 student pamphlets, and a chart entitled *The Story of Wool from Fleece to Fabric*.

Understanding Today's Textiles (kit). J.C. Penney Co., Inc., 1301 Avenue of the Americas, New York, N.Y. 10019.

This kit includes a filmstrip in colour describing generic textile families, large poster-type cartoons of textile families, and overhead projector originals for learning about labelling and finishes.

Weaves (printed masters or transparencies). 3M Company, P.O. Box 5757, London, Ontario.

These materials for an overhead projector show various weaves in highly magnified drawings.

